Medium Term Plan
Year 1 – Term 5 – 2025/2026

Writing Genre: defeating the monster stories.	**Non-Fiction – recounts** **Fiction: Defeating the monster Stories** **Model Text: Rama and Sita.** **Handwriting** • Form lower-case letters that are of a similar size and are orientated on the lines correctly. • Write capital letters that are the correct shape and in relationship to lower case letters. • Write ascenders and descenders that are correctly positioned on the lines. **Composition** • Write a five-part story with each part being a two-sentence part. • Plan or say out loud what they are going to write so that it will make sense to the reader. • Apply their phonic and Y1 common exception words from this term (refer to the SPAG section). • Check each sentence to ensure some different sentence openers e.g. Once upon a time Suddenly, Luckily, In the end and the use of joining words such as 'and' and 'but.' • Learn how to use a range of punctuation with a specific focus on full stops, capital letters for sentences but also exclamation marks and question marks and apostrophes for contractions e.g., it's. • Proof-read for errors in grammar, spelling and punctuation. **Vocabulary** • Use of words to describe an action (verbs).
Reading	**Class Text: Rama and Sita and How Stars Came To Be** **Word Reading** • Continue to apply phonic knowledge and skills to decode unfamiliar words but still using picture cues for reference. • Read accurately by blending the sounds in words that contain the graphemes taught so far, and recognising alternative sounds for graphemes. • Decoding - Fluency & Word Reading: • GPCs/Spelling patterns: /air/ ear; /ur/ er; contractions, /k/ k, compound words, un- Common Exception Words: because once ask school push **Comprehension focus(es) to investigate:** • Structure/plot: what's happening? What are the problems, resolutions etc? Align with and store for use in own narrative writing. • Role of character: who are they? How do they feel? Who are the good characters (heroes) and bad characters (villains) in the story? What makes them heroes or villains? • Main themes/ideas or arguments: opportunity to 'dig deeper'; what are these books really 'about'? • Perspectives: what are the perspectives of the author? What do they tell us about the world?
SPAG	• Animaphonics Phase 6A – air spelt ear(bear); ur spelt er (verb); contractions (I'm, she's); k for k sound (kept); compound words (carpark); using prefix un (unhappy) and how it changes the word e.g. happy to unhappy. • Common Exception Words: because once ask school house push. • Joining sentences together using 'and' or 'but.' • Punctuating sentences using an exclamation mark as a specific focus.
Mathematics	**Number- Multiplication and division** • Count in multiples of twos, fives and tens. • Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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	Number- Fractions • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • **Geometry- Position and Direction** • Describe position, direction and movement, including whole, half, quarter and three quarter turns. **Fluency- Mastering Number** • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/augmentation/ reduction) • practise retrieving previously taught facts and reason about these **Problem Solving** • Visualising • Reasoning Logically
Science	**Animals including humans** • To identify animals and know that scientists look to see which characteristics they have and, therefore, which group they fit into. • That carnivores eat other animals and not plants. That herbivores eat plants and not animals. That omnivores eat both plants and animals. • To be able to group animals using knowledge of animals and their diet. **Seasonal Change** • To know that seasons lead to changes in plants and animal's behaviour. • To be able to make observations about living things in the local area in each season. • To know that in different seasons, it gets light and dark at different times. • To know the changes in weather in each season.
Religious Education	**Who is a Jew and what do they believe?** • That Jews follow the religion of Judaism and celebrate in a synagogue. • That Judaism has some similar and different beliefs about God to Christianity and Islam specifically, that Christians and Jews believe in the same one God but Muslims believe in their one God named Allah. • That Jewish people believe in one God and that they talk to God through prophets. • That Jews show their beliefs in many ways e.g. the mezuzah is not hung on Shabbat as this is a day of rest, not eating pork and lighting candles to celebrate Hanukkah known as the menorah. • That Hanukkah is a festival of light that celebrates the re-capture of the Holy Temple from the Syrian Greeks. • That in everyday life, Jews serve God through prayer, kindness towards others and the observance of the commandments laid out in the Torah, their Holy Book. • Religious thinkers observe the different ways that we live our lives. • That we can ask questions of believers to find out about their religion.
Physical Education	**Athletics** • To move at different speeds over varying distances. • To develop balance. • To develop agility and co-ordination. • To explore hopping, jumping and leaping for distance. • To develop throwing for distance. • To develop throwing for accuracy.

	• To measure performance and improve on their own score. • To understand that exercise increases your heart rate. • To learn to move in a safe way with and without equipment. •
Forest School	**Discover and Explore** **Art:** • When exploring outdoor areas in summer term and making drawings/rubbings of plants and flowers, pupils will learn… • To create art that represents the idea of summer through colours and use of summer plants. **Science:** • To be able to recognise common wild and garden plants. • Research common deciduous and evergreen trees and know the difference between them. **Geography** • That maps are an important tool in Geography. • To use the compass directions North South, East and West • Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. • In Forest School: trees, grass, soil, weather, wildflowers, • Human features are things like houses, roads and bridges. They have been built by people. • In Forest School: pathways, basecamp, play equipment, parachute, fence, etc… **Design and technology - Elder Bead Necklace** • explore different types of bead designs • design their ow elder bead necklace • explain and demonstrate how to safely use a bradawl tool • explain and demonstrate how to safely use am palm drill • hollow out the elder bead by removing the soft pith • to peel away the bark by using their fingers • Explore other children's necklace designs and evaluate their own **Cooking - Roasted Marshmallows** • Understand how marshmallows are made and know their nutritional values • Know and demonstrate how to safely roast a marshmallow on an open fire
Geography	**Dover and Rio de Janeiro** • That Geographers study how people are connected with their environment through human and physical features. • That the climate of a place is affected by its position on the globe. That Dover has a colder climate and Rio has a hotter climate as it is closer to the equator. The equator is an imaginary line around the middle of the planet. • That a port is next to the sea or ocean and is where boats can come and go, and that a port is important for trade and travel. • That Rio de Janeiro is a coastal city in Brazil that has a port. • That Rio de Janeiro is surrounded by mountains, forests and the Atlantic Ocean. • That tourists visit Rio de Janeiro for its beaches, its festival and a large statue called Christ the Redeemer.
RSHE	**Living in the wider world- Communities** Pupils learn: • That their class is a group that they are a member of. • To recognise their own responsibilities in the classroom, such as always listening to others, helping others whenever they can, looking after resources and putting things back where they belong (link to class rules). • That rules are sets of instructions and standards of behaviour that are needed to keep people safe and to avoid conflict. • That different rules are needed for different environments and different situations. • That people and other living things have different needs and that we have responsibilities to meet them.
Computing	**Online Safety**

	• To recognise what the internet is. • To be able to identify when something makes them feel uncomfortable online • That there are adults who can help them when they are worried. • To identify how someone may be feeling. • To identify a trusted adult and how they may help. • How to treat others both online and offline. • That we must be careful what we share online • What a 'digital' footprint is. • To identify own digital footprint • That there are lots of offline activities as well as online activities • To plan a balance between online and offline activities.
Art	**Season-themed clay tile sculptures** **Artist:** Linda Leighton Pupils learn: • That a tile is a thin piece of baked clay or other material, often used in covering roofs or room floors, walls and ceilings. • That humans have used tiles for building for more than 3000 years, and decorating for 2000. • That the way artists made art a long time ago might have changed from how we make it today, but some ways are still the same. • That an artist can use art to show how they feel. • That artists can be inspired by places they go or things they see, and can use this in their art. • Science link: That plants grow at different times of year. These plants can then be used in art to show the season they grow in. • To create art that represents the idea of summer through colours and use of summer plants. • That art can be 3D and 3D artwork is known as a sculpture. • That when making a tile, you can carve the clay so some parts are higher or lower than others (relief). • That clay must be baked in an oven or left out for time to dry.